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ABSTRACT

This booklet is for young people with handicaps who are getting ready to graduate from high school and begin working and living in the adult world, with special focus on individuals with cultural differences. The booklet provides advice on completing preliminary, essential tasks of adult living. It also explains the services of various agencies providing adult vocational and independent living programs, such as vocational rehabilitation, social security, and developmental disabilities agencies. Specific sections of the booklet cover how to: obtain a birth certificate, apply for a social security card, obtain a California identification card, obtain a work permit, obtain a vocational program at school, include an individualized transition plan in the Individualized Education Program, obtain a bus pass, learn about bus schedules and bus routes, obtain a driver's license, get help from adult agencies, get a job, keep a job, and get help if the student is not English speaking. (JDD)

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HOW TO WORK AND LIVE IN THE REAL WORLD

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BASIC STEPS FOR YOUTH WITH HANDICAPS AND THEIR PARENTS AND TEACHERS

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EC 221251

HOW TO LIVE AND WORK IN THE REAL WORLD

* * *

Basic Steps for Youth With Handicaps and Their Parents and Teachers

BY

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and

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Tamara Toensing

* * * * * * * * *

The routine and rhythm of work, the work tasks, the socializing associated with .... all these become part of the pattern of normalization. Leaving the house each morning, boarding the bus, punching in, coffee break, arguing with friends or foes, lunch, back to work, and then returning home .... another day passed and another dollar earned are parts of the work process needed to give and sustain a person's image of him/herself as normal.

(Wolfensberger, 1972)

* * * * * * * * *

This booklet is dedicated to the students in the Employability Skills class at Lincoln High School for their enthusiastic, youthful, and challenging involvement in the class activities.

* * * * * * * * *

The development of this book was supported in part by the U.S. Department of Education Project Number 95-6042721. The opinions expressed are those of the authors and do not necessarily represent the State of California, the Dejpartment of Education, the San Diego Unified School District, or San Diego State University.

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(619) 594-2462

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INTRODUCTION

This booklet is for young people with handicaps who are getting ready to graduate from high school and begin working and living in the adult world. The booklet is also for parents and teachers of these young people. Specific information is included about jobs and adult living for individuals with cultural differences.

Adult vocational and independent living programs are very complicated. During the public school years, students and their parents are involved with the special education service delivery system only. However, when they graduate, these young people may be involved with several agencies. They may receive services from vocational rehabilitation, the social security administration, the developmental disabilities department, community college programs, transit companies, independent living centers, and other agencies in order to work, live, and play in the adult world.

The rules and regulations of each adult agency differ from one another. It is difficult for students with handicaps and their families to understand the workings of adult agencies and, thus, reap the benefits of the services. It is even more difficult for those with cultural differences. It is important that students and their families know about adult agencies, know

how to get the many services that they provide, and also know how to get help in doing this. It is even more important that students and their families know these things before the student graduates from high school.

The purpose of this booklet is to provide descriptions of adult vocational and adult living options which currently exist for youth with handicaps. Certain things must be done, however, before a person can work and function in the adult world. A person must have his/her official birth certificate, must get a social security card, must know how to use public transportation, etc. Thus, this booklet also contains step-by-step instructions for completing many of these preliminary, essential tasks of adult living.

The following pages contain basic information and specific steps for doing what is required to work and live in the adult world. The information is intended for students themselves, and also for their parents and/or guardians. Efforts have been made to use simple, common sense language so that individuals with cultural and language differences can easily understand the information.*

(* This booklet will soon be available in Spanish.)

The booklet is also intended for teachers and other professionals who play critical roles in helping students and their families prepare for the transition from school to work and adult life. The specific sections of this booklet include:

* How to obtain a birth certificate;
* How to apply for a social security card;
* How to obtain a California ID card;
* How to obtain a work permit;
* How to obtain vocational programs in the school setting;
* How to include an Individualized Transition Plan (ITP) in the IEP;
* How to obtain a bus pass;
* How to know bus schedules and bus routes;
* How to obtain a driver's license;
* How to get help from adult agencies;
* How to get a job;
* How to keep a job; and
* How to obtain help if the student is not English speaking.

It is hoped that this booklet will help students and their parents, especially those from different cultural groups, become more informed about adult programs and general adult living. The program descriptions and tasks included are by no means all

inclusive, but they can be viewed as a starting point for transition planning and adult living. It is also hoped that this booklet will help youth, parents, and professionals become more aware of the fact that a smooth transition from school to adulthood depends upon knowing what to do, when to do it, how to do it, and from whom to seek assistance.

HOW TO OBTAIN A BIRTH CERTIFICATE

ABOUT BIRTH CERTIFICATES

1. A birth certificate must be obtained before any other ID process can be completed.

2. Also, a birth certificate must be shown to employers before a student can be hired.

3. A birth certificate is obtained from the State/County office in which the student was born.

4. The name and address of the appropriate county office can be obtained from student's local County Records office.

5. The following information is needed in order to obtain a birth certificate:

   Mother's Maiden Name:
   Father's Name:
   Student's Full Name:
   Student's Date of Birth:
   Student's Place of Birth: (City and State)

6. Fees may vary for each State/County, but the cost is minimal, ranging from $2.00 to $15.00.

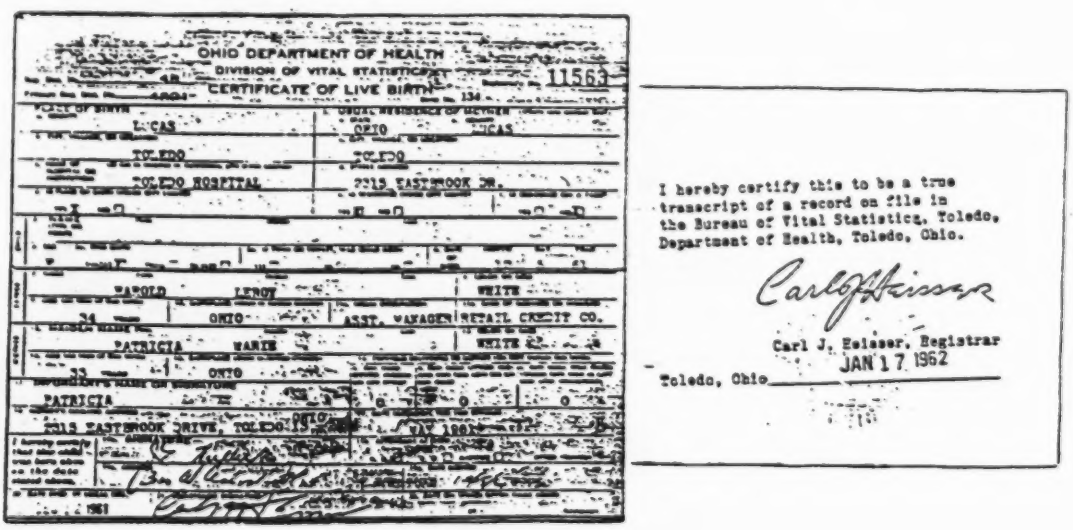
ABOUT BIRTH CERTIFICATES (Continued)

7. It is <u>very</u> important that a student have an <u>original</u> birth certificate and also a photocopy of the original.

8. The <u>original</u> will have an official, stamped seal from the state in which the student was born.

9. The student is advised to have a photocopy reduced to wallet size and laminated so that the birth certificate can be in his/her possession at all times.

10. <u>Remember</u>, a birth certificate is needed for just about everything. If the student does not have a birth certificate in his/her possession, make plans to obtain one <u>NOW</u>.



OHIO DEPARTMENT OF HEALTH
DIVISION OF VITAL STATISTICS
CERTIFICATE OF LIVE BIRTH
11563

LUCAS | OHIO | LUCAS
TOLEDO | TOLEDO
TOLEDO HOSPITAL | 7015 EASTBROOK DR.

HAROLD LEROY | WHITE
34 | OHIO | ASST. MANAGER | RETAIL CREDIT CO.
PATRICIA MARIE | WHITE
33 | OHIO
PATRICIA | OHIO
7015 EASTBROOK DRIVE, TOLEDO 13 | JAN 1962

I hereby certify this to be a true transcript of a record on file in the Bureau of Vital Statistics, Toledo, Department of Health, Toledo, Ohio.

Carl J. Heisser, Registrar

Toledo, Ohio JAN 17 1962

HOW TO APPLY FOR A SOCIAL SECURITY CARD

GETTING A SOCIAL SECURITY CARD

1. Everyone must have a Social Security number before they can work.

2. In order to obtain a Social Security number and card, the student must have a birth certificate as proof of birth registration and citizenship.

3. Application for a Social Security Card is obtained from the local Social Security office.

4. The address and phone number of the local Social Security office can be found in the government listings in the front of the telephone directory.

5. The student must go to the Social Security Office <u>in person</u> and fill out the application.

6. There is no fee for a Social Security card.

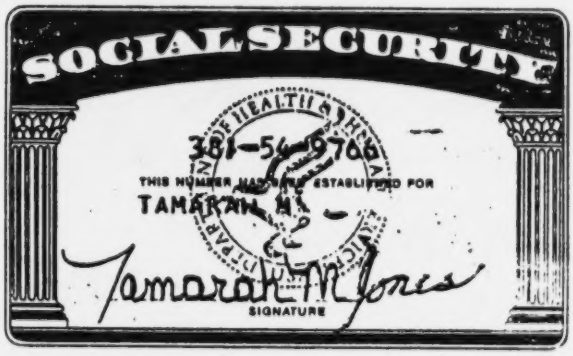
7. The student should receive his/her Social Security Card within two weeks after the date of completing all necessary documentation.

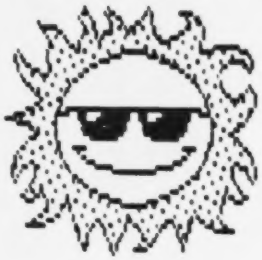
GETTING A SOCIAL SECURITY CARD (Continued)

8. The Social Security card will contain the student's individual Social Security number.

9. The student's Social Security number is required on many forms and documents such as work applications, school applications, agency applications, etc.

10. The student should keep the Social Security card containing the individual Social Security number in his/her possession <u>at all times</u>.





HOW TO OBTAIN A CALIFORNIA ID CARD

GETTING A CALIFORNIA ID CARD

1. A state identification card is considered a valid ID if the student does not have a driver's license.

2. In California, a state identification card can be obtained from the local Department of Motor Vehicles (DMV) office.

3. The address and phone number of the local DMV is found in the government listings in the front of the telephone directory.

4. The student must go to the DMV <u>in person</u> to apply for a California ID card. The application is identical to a Driver's License application.

5. The student will be asked for a copy of his/her birth certificate as proof of name, age, and citizenship.

6. The student will be required to be fingerprinted.

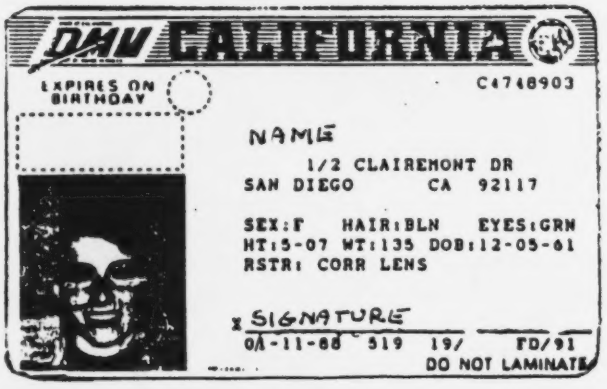
GETTING A CALIFORNIA ID CARD (Continued)

7. The student's photograph will be taken and will appear on the ID card.

8. The student will be asked to pay a fee for the ID card, usually about $6.00.

9. After all of the above steps have been completed, the student will receive his/her ID card within a two week time period.

10. The student should keep the ID card in his/her possession <u>at all times</u>.



HOW TO OBTAIN A WORK PERMIT

GETTING A WORK PERMIT

1. Many students get paid jobs before they are 18 years old.

2. Every student under the age of 18 must have a work permit before they can work.

3. The student can obtain a work permit from the school counselor or from his/her employer.

4. The employer completes Section 1 of the work permit.

5. The student's parent or guardian completes Section 2 of the work permit. This section requires the student's Social Security Number.

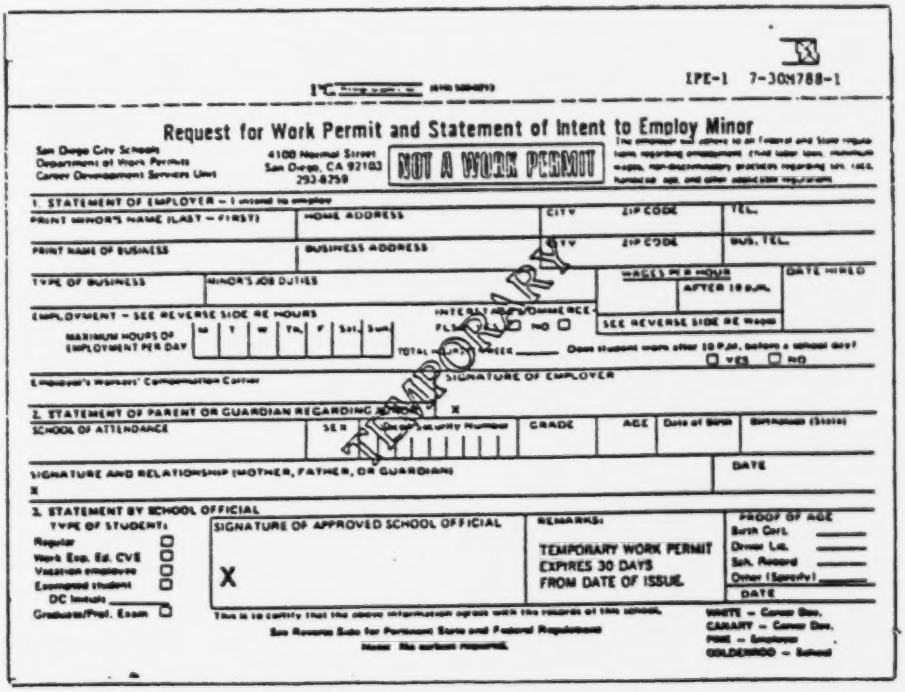
6. The work permit should be returned to the <u>school counselor</u> after Section 1 and Section 2 have been completed.

7. The school will take care of everything else once the above steps have been taken.

GETTING A WORK PERMIT (Continued)

8. Remember, it is against the law for a student to work without a work permit if he/she is under 18.

9. Getting a work permit is simple. Follow the above steps, or ask the school counselor, teacher, or employer for help.



IPE-1 7-309788-1

Request for Work Permit and Statement of Intent to Employ Minor

San Diego City Schools
Department of Work Permits
Career Development Services Unit

4100 Normal Street
San Diego, CA 92103
293-8759

NOT A WORK PERMIT

1. STATEMENT OF EMPLOYER – I intend to employ

PRINT MINOR'S NAME (LAST – FIRST) | HOME ADDRESS | CITY | ZIP CODE | TEL.

PRINT NAME OF BUSINESS | BUSINESS ADDRESS | CITY | ZIP CODE | BUS. TEL.

TYPE OF BUSINESS | MINOR'S JOB DUTIES | WAGES PER HOUR / AFTER 10 P.M. | DATE HIRED

EMPLOYMENT – SEE REVERSE SIDE RE HOURS | INTERSTATE COMMERCE – YES ☐ NO ☐ | SEE REVERSE SIDE RE Wages

MAXIMUM HOURS OF EMPLOYMENT PER DAY | M | T | W | Th | F | Sat | Sun | TOTAL HOURS PER WEEK ____ | Does student work after 10 P.M. before a school day? ☐ YES ☐ NO

Employer's Workers' Compensation Carrier | SIGNATURE OF EMPLOYER

2. STATEMENT OF PARENT OR GUARDIAN REGARDING SCHOOL X

SCHOOL OF ATTENDANCE | SEX | Social Security Number | GRADE | AGE | Date of Birth | Birthplace (State)

SIGNATURE AND RELATIONSHIP (MOTHER, FATHER, OR GUARDIAN) | DATE

X

3. STATEMENT BY SCHOOL OFFICIAL

TYPE OF STUDENT:
Regular ☐
Work Exp. Ed. CVE ☐
Vacation employee ☐
Exempted student ☐
DC Initials ____
Graduate/Prof. Exam ☐

SIGNATURE OF APPROVED SCHOOL OFFICIAL

X

REMARKS:

TEMPORARY WORK PERMIT
EXPIRES 30 DAYS
FROM DATE OF ISSUE

PROOF OF AGE
Birth Cert. ____
Driver Lic. ____
Sch. Record ____
Other (Specify) ____

DATE

This is to certify that the above information agrees with the records of this school.

See Reverse Side for Pertinent State and Federal Regulations
Note: No carbons required.

WHITE – Career Dev.
CANARY – Career Dev.
PINK – Employer
GOLDENROD – School

TEMPORARY

HOW TO OBTAIN A VOCATIONAL PROGRAM AT SCHOOL

GETTING STARTED AT SCHOOL

1. There are many programs at school to help students learn about getting jobs and living independently.

2. To find out about these programs, contact the teacher or vocational counselor at the school. Some schools have a special counselor for students who are enrolled in special education classes. If this is the case, talk to this person first.

3. In most vocational programs, the student will receive counseling and vocational testing to explore job interests and job skills.

4. The student and counselor will jointly decide upon the best vocational program. This may include:

   * <u>Occupational Education Classes</u>: These are classes that can be taken for high school credit. The student will learn how to apply for a job, how to interview for a job, how to get a job, and how to keep a job. In some classes, the student will have a real job with pay. A job coach will be available for help on the job.

GETTING STARTED AT SCHOOL (Continued)

* ROP classes: A Regional Occupational Program (ROP) class can also be taken for credit. There are many ROP classes. Each class offers training in specific job skills such as office work, landscaping, food service, and others. Job skills are often taught in a real setting, but without pay. Some ROP classes are specifically designed for students in special education.

* On-campus job placement: This may include helping in the cafeteria, doing custodial work, or helping the school secretaries. These activities may be part of the ROP class.

* Community-based job training: Many private sector employers are willing to provide job training and paid employment for students. Real jobs in the community are usually a part of the school's vocational program. Ask your teacher about community-based training programs.

* Workability: In this program, the student is placed in a community-based training site for three months. The student receives hourly wages and Worker's Compensation benefits which are paid by the state.

* Project GOLD: This is a cooperative program sponsored by the public schools, vocational rehabilitation, and community colleges. The purpose of Project GOLD is to help special education students, ages 18-25, obtain jobs. The student must qualify as a client of the Department of Rehabilitation. The student may be advised to attend a job lab. The student is placed in a paid job and receives follow-up assistance for ninety days.

GETTING STARTED AT SCHOOL (Continued)

* Work Experience class: If a student is working 20 hours per week, he/she can earn high school credit. The student is required to attend a weekly Work Experience class. Here the student discusses what is going on at work and can get any necessary help from school personnel if problems arise.

* Summer youth employment programs: Some schools have special programs to assist students in obtaining summer jobs. One example of such a program is REGY, whereby the school and the employer share the costs of employment.

* Supported Employment programs: Many schools have Supported Employment programs which provide support for helping students get jobs or job training in the community. Help may include job skills training, transportation, employer contacts, counseling for students and parents, referral to adult agencies, job coach support, and others. Ask a special education teacher about these programs.

5. Any of the programs described above can be included in the student's IEP as part of his/her educational and vocational goals if appropriate for the student.

6. Be sure to ask your teacher, principal, counselor, or any other person at school about these programs. Keep asking until all questions are answered!.

HOW TO INCLUDE AN INDIVIDUALIZED TRANSITION PLAN IN THE IEP

INCLUDING A PLAN FOR ADULTHOOD IN THE IEP

1. Each student enrolled in special education has a right to have an Individualized Transition Plan (ITP) developed and added to the current IEP.

2. The ITP is for the purpose of making plans for the student after he/she graduates from high school.

3. The ITP should contain plans for the following:

   a. Employment and Education: A place to work and train after graduation.

   b. Living Arrangements: A place to live.

   c. Community Recreation and Leisure Activities: Things to do for fun.

   d. Personal Management: Taking care of oneself and personal belongings.

   e. Health and Safety: Staying healthy and knowing safety rules.

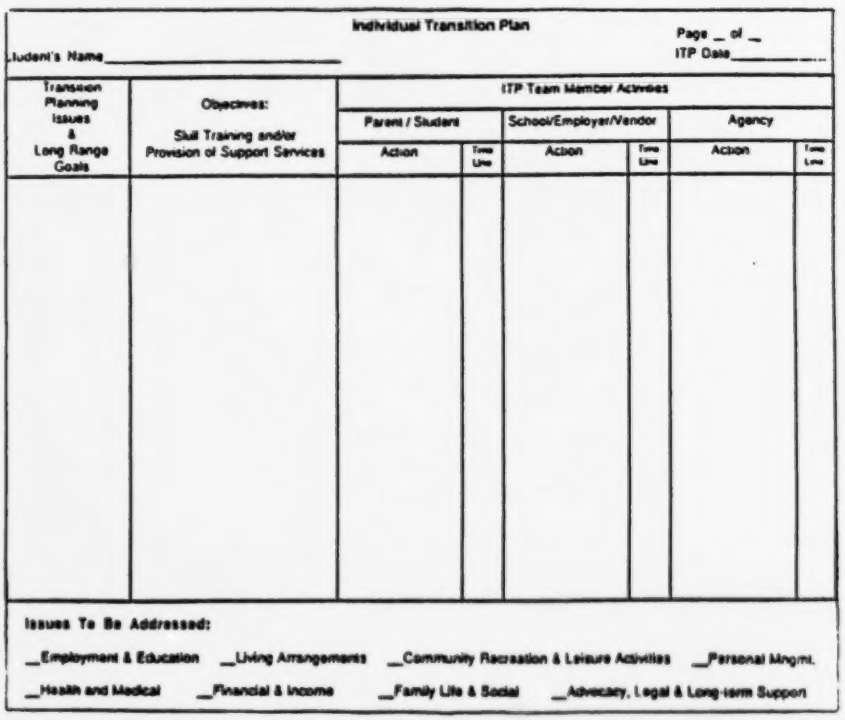
   f. Financial and Income: How to budget and manage money matters.

INCLUDING A PLAN FOR ADULTHOOD IN THE IEP (Cont.)

g. Family and Social Relationships: Doing things with friends and relatives.

h. Advocacy, Legal and Long-term Support: How to get help with any of the above.

4. The parent, teacher, counselor, or anyone else at school can schedule a time for the ITP to be developed and added to the student's IEP. Be sure to ask for an ITP to be developed and added to the student's current IEP.



Individual Transition Plan

Page _ of _

Student's Name_____ ITP Date_____

Transition Planning Issues & Long Range Goals	Objectives: Skill Training and/or Provision of Support Services	ITP Team Member Activities					
		Parent / Student		School/Employer/Vendor		Agency	
		Action	Time Line	Action	Time Line	Action	Time Line

Issues To Be Addressed:

_Employment & Education _Living Arrangements _Community Recreation & Leisure Activities _Personal Mngmt.

_Health and Medical _Financial & Income _Family Life & Social _Advocacy, Legal & Long-term Support

(From: Education Transition Center, Synthesis of Individual Transition Plans, p. 46-47).

HOW TO GET A BUS PASS

GETTING A BUS PASS

1. Students with handicaps can get a bus pass which allows them to take any city bus or trolley in the local area.

2. Students with handicaps can get a bus pass for $10.00 per month. (People who are not handicapped have to pay $40.00 per month).

3. The student must go to the Transit Authority office <u>in person</u> to get a bus ID card and a bus pass.

4. The address and phone number for the Transit Authority is found in the government listings in the front of the telephone directory.

5. The student must have a statement of proof of residency such as a state ID card, or the school can supply such a statement.

6. The student must have a statement of disability. This can be obtained from an adult agency counselor or a mobility instructor.

GETTING A BUS PASS (Continued)

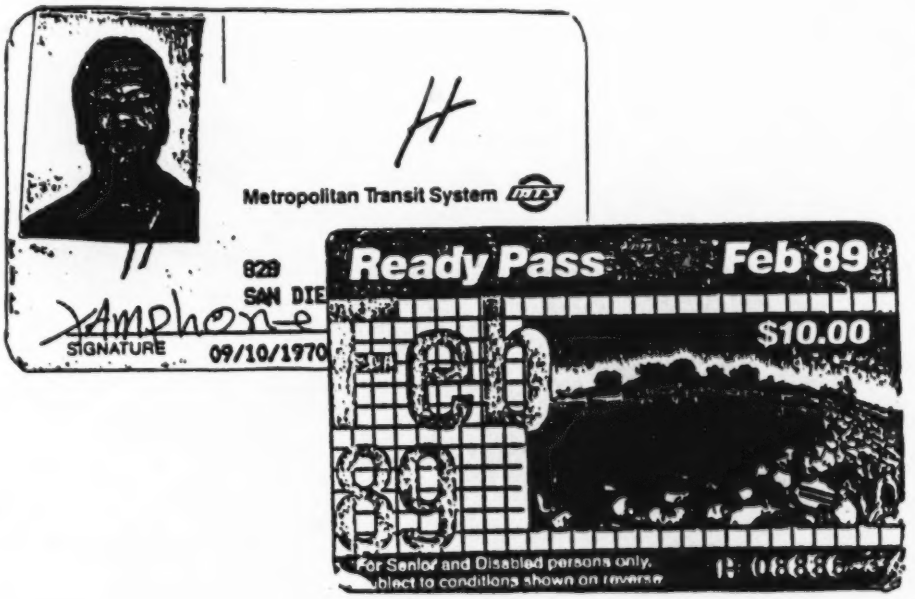
7. The student will be asked to fill out a bus ID application form. This form is available in English and Spanish. The fee for a bus ID card is $2.50.

8. The student's photo will be taken and will appear on the bus ID card. The ID card will also have a large "H" for "handicapped". This qualifies the student for the $10.00 per month bus pass.

9. Once the student has a bus ID card, he/she can purchase a $10.00 monthly bus pass at any time.

10. The bus ID card is issued only <u>once</u>.

11. The $10.00 monthly bus pass <u>must be purchased every month</u>. It is half price after the 15th of each month.



HOW TO KNOW THE BUS SCHEDULES & BUS ROUTES

KNOWING BUS SCHEDULES & BUS ROUTES

1. Bus and trolley schedules are free at many main bus stops and also at the Transit Authority main office.

2. A student can call the Transit Authority to get bus route information over the phone. When calling, the student should be ready to:

   * Have a pen and paper available to write down the schedule information.
   * State the names of the cross streets of his/her starting place;
   * State his/her destination; and,
   * State the time of day that he/she wants to travel.

3. If the student receives services from the Department of Rehabilitation or Regional Center, he/she may be eligible for mobility training.

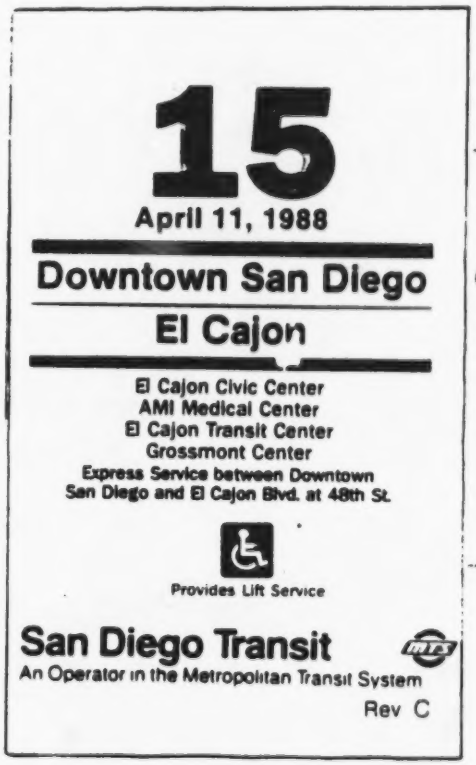
4. When a student takes mobility training, a mobility instructor will individually teach the student all necessary bus or trolley routes.

KNOWING BUS SCHEDULES & BUS ROUTES (Continued)

5. The mobility instructor will actually travel with the student to and from work, including all transfer stops, until the student is able to ride the bus alone.

6. The mobility instructor will also help the student fill out a bus route card to carry with him/her at all times.

7. Be sure to ask a teacher, caseworker, and/or counselor about mobility training.



15

April 11, 1988

Downtown San Diego

El Cajon

El Cajon Civic Center
AMI Medical Center
El Cajon Transit Center
Grossmont Center
Express Service between Downtown San Diego and El Cajon Blvd. at 48th St.

Provides Lift Service

San Diego Transit

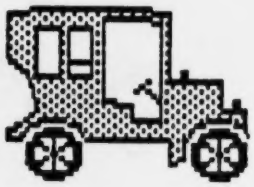
An Operator in the Metropolitan Transit System

Rev C

NAME: STUDENT 3 P.M.

BUS		LOCATION	TIME
#115	ON	HORTON PLAZA	3:15
___	OFF	SEA WORLD	5:45
105	ON	SEA WORLD	6:00
___	OFF	HORTON PLAZA	6.30
75	ON	HORTON PLAZA	6:40
___	OFF	IMPERIAL AVE	7:00

DESTINATION SEA WORLD + HOME



HOW TO GET A DRIVER'S LICENSE

GETTING A DRIVER'S LICENSE

1. Many students with handicaps are able to get a driver's license.

2. A driver's license is obtained from the Department of Motor Vehicles (DMV). The address and phone number for the DMV can be found in the government listings in the front of the telephone directory.

3. The student must go to the DMV <u>in person</u>, but no appointment is necessary.

4. The student should say if special help or accommodations are needed to take the driver's tests.

5. If the student speaks a language other than English, the DMV person needs to know what language that is.

6. If the student has a learning disability or language difference, he/she needs to ask to take the written test orally.

7. If the student takes the test orally, he/she will be shown how to work an audio cassette player and head phones to take the driver's test.

8. Questions on the driver's test are primarily TRUE and FALSE. The student will be asked to write + (for true), or o (for false).

GETTING A DRIVER'S LICENSE (Continued)

9. All instructions are given on the audio tape. All instructions are repeated.

10. After completing the test, the test will be scored. If the student passes the oral test, a road test will be given to demonstrate driving skills.

11. The student will be given an eye examination and also be fingerprinted.

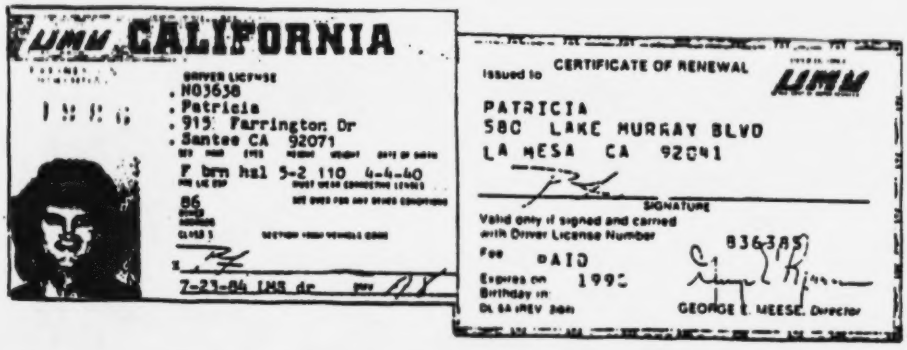
12. The student will have his/her photo taken which will appear on the driver's license.

13. If all tests are passed, the student will be issued a valid driver's license.

14. The student can get a <u>driver's permit</u> if he/she passes the written test. This allows the student to drive a car when accompanied by a licensed driver.

15. The student will have to pay a fee of about $10.00 for his/her driver's license.

16. The DMV requires that the driver's license be renewed periodically.



HOW TO GET HELP FROM ADULT AGENCIES

GETTING HELP FROM ADULT AGENCIES

1. There are many agencies which can help the student get a job and live independently after he/she graduates from high school.

2. The student's teacher, counselor, or someone else at school can offer advice about which adult agency to contact.

3. All of these agencies plan with the student for adult living on an individual basis and ask for input from the family.

4. It is very important that the student contact these agencies at least two years before he/she graduates from high school.

5. Ask the teacher, counselor, principal, or anyone else at school which agency the student should contact for help with adult needs.

6. Examples of adult agencies which can help students get jobs and live independently include:

   VOCATIONAL REHABILITATION
   REGIONAL CENTER
   COMMUNITY COLLEGES
   SOCIAL SECURITY ADMINISTRATION

7. These agencies are briefly described on the following pages.

VOCATIONAL REHABILITATION

1. Vocational rehabilitation offers short term services to help students get jobs. Services include:

   TRANSPORTATION EXPENSES
   WORK CLOTHING
   WORK TRAINING EXPENSES
   JOB PLACEMENT ASSISTANCE
   JOB START-UP EXPENSES
   READER & INTERPRETER SERVICES
   COUNSELING & FAMILY SERVICES

2. The student must fill out an application for services from the Department of Rehabilitation.

3. The student will be required to have a complete medical examination. There is no cost for this examination.

4. The student may be asked for permission to access school records to determine eligibility for services.

5. The vocational rehabilitation counselor will write an individual plan for employment with the student.

6. Once employed, the student may contact the vocational rehabilitation counselor for help whenever needed.

7. The student is considered successfully employed when he/she has held a job for at least sixty days.

8. Ask your teacher, counselor, or anyone else at school how to contact the state agency for Vocational Rehabilitation. This should be done at least one year before high school graduation.

REGIONAL CENTER

1. Regional Center offers ongoing services to persons who have developmental disabilities. Services include:

   ASSESSMENT AND COUNSELING
   INDIVIDUAL PLANNING FOR SERVICES
   HOMEMAKER SERVICES
   GROUP HOME SERVICES
   HABILITATION & SUPPORTED EMPLOYMENT
   CONSULTATION SERVICES
   FAMILY SUPPORT

2. Application must be made by the student, or by his/her parent or guardian (if under 18 years of age).

3. The student (or guardian) will be interviewed and Regional Center services will be explained.

4. The student may have to go through a number of tests to determine eligibility. Permission may be requested to obtain school records.

5. Eligibility for services will be determined within 60 days.

6. If eligible, the student will be assigned to a caseworker in his/her locale, and an individual plan for services will be written.

7. Services may include attendant care, group living accommodations, supported employment assistance, health and medical care, and/or other life support needs.

8. If the student has a developmental disability, ask the teacher, counselor, or anyone else at school how to contact Regional Center. This can be done at any time as there is no age limit for services.

SOCIAL SECURITY

1. Supplemental Security Income (SSI) is available to persons who are disabled.

2. In many cases, people with disabilities who are working can receive SSI and also medical benefits. Be sure to ask the Social Security representative about this.

3. The student, or parent/guardian, must contact the local Social Security office to apply for SSI.

4. The address and phone number for the local Social Security office is found in the government listings in the front of the telephone directory.

5. When the Social Security office is contacted, questions about the student's disability will be asked to determine if the student <u>might</u> be eligible for SSI.

6. If the student appears eligible, forms will be mailed to be completed and returned to the Social Security office. Also, two telephone interviews will be scheduled.

7. The student will probably need help filling out the SSI forms as they are very long and complicated.

SOCIAL SECURITY (Continued)

8. The Social Security office will contact the student by telephone for an interview once the application forms have been received.

9. After the interviews are completed, the student will receive a report from the Social Security office which states that:

   HE/SHE IS ELIGIBLE FOR BENEFITS, or

   HE/SHE MUST UNDERGO FURTHER EXAMINATION TO DETERMINE ELIGIBILITY, or

   HE/SHE IS NOT ELIGIBLE FOR BENEFITS.

10. It is <u>very important</u> that the student follow every step of the application process.

11. Ask for help from the school or adult agency if there is any reason to believe that an eligibility decision is incorrect.

DISINCENTIVES TO EMPLOYMENT: FACT OR MYTH?

EMPLOYMENT AND SSI PAYMENTS

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COMMUNITY COLLEGES

1. Most Community Colleges offer programs for students with handicaps.

2. The student should contact the Disabled Student Services Program at his/her local community college.

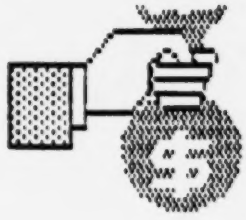
3. The student should then ask for an appointment with a counselor who will schedule any necessary testing and/or interviewing.

4. If eligible for services, the student and counselor will develop an individual plan for all academic classes, vocational preparation classes, and related services.

5. The counselor will provide ongoing assistance with class scheduling, program accommodation, and any other necessary services.

6. Encourage your student to inquire about community college programs. Programs are available for students with mild, moderate, and severe mental retardation, and learning, sensory, physical, and/or multiple disabilities.

HOW TO GET A JOB



GETTING A JOB

1. The most important thing about getting a job is <u>wanting</u> a job.

2. If the student wants a job, help is available.

3. Refer to the many school and adult agency programs described in this booklet that can help students get jobs. These programs can help students:

   * Search for jobs;
   * Write resumes that employers will read;
   * Fill out job applications neatly and accurately;
   * Interview for jobs effectively;
   * Know how to act when they get the job;
   * Know what to do if problems arise.

4. The student should ask his/her teacher or counselor about the many resources and materials which are available to help students get jobs. These include video tapes, audio tapes, computer games, workbooks, etc.

GETTING A JOB (Continued)

5. Some of the things that students and parents can do to help young people get jobs include:

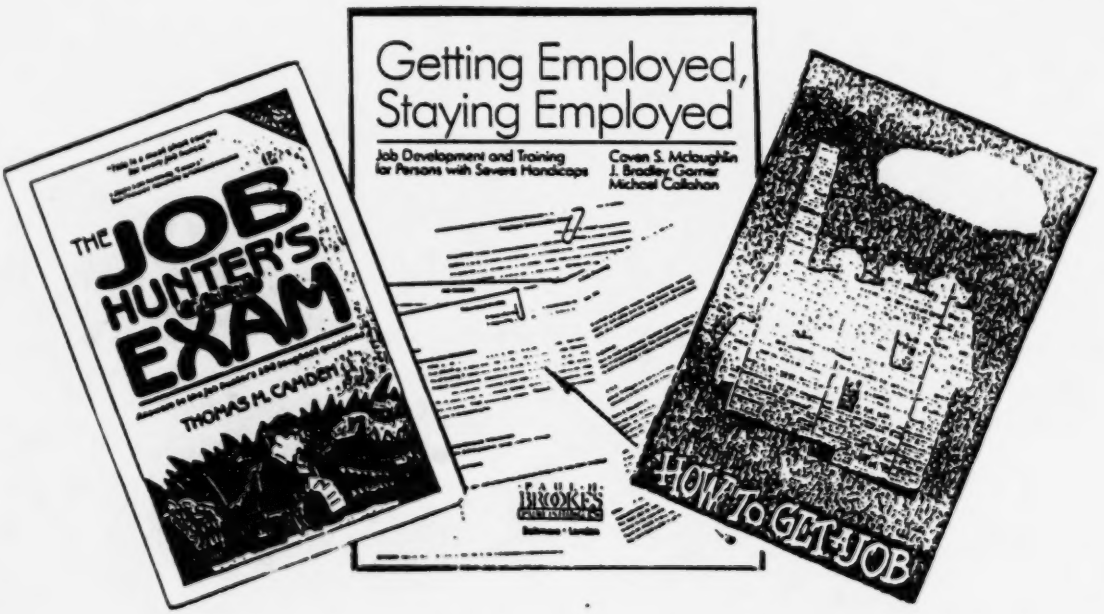
   * Ask friends and relatives if they know about available jobs;

   * Pick up job applications at any store such as the gas station, the drug store, the supermarket, the pet store, the office supply store, etc.;

   * Practice filling out job applications and interviewing for a job;

   * Ask for help from the school or adult agency teacher or counselor.

6. <u>Attend regularly and participate actively in</u> the vocational program at school.


THE JOB HUNTER'S EXAM
THOMAS H. CAMDEN
Getting Employed, Staying Employed
Job Development and Training for Persons with Severe Handicaps
Coven S. Mcloughlin
J. Bradley Garner
Michael Callahan
PAUL H. BROOKES
HOW TO GET A JOB

HOW TO KEEP A JOB

KEEPING A JOB

1. Most employers want a worker who is dependable, loyal, and enthusiastic.

2. As one employer puts it, "Be on time, don't steal, and don't use drugs." (Jack-in-the-Box)

3. Follow the rules contained in the box below.

Ten Ways to Keep Your Job (And Not Get Fired!)

1. Go to work every day.
2. Be on time.
3. Be prepared.
4. Follow your supervisor's directions.
5. Do your very best work all the time.
6. Finish all your work.
7. Be kind and cooperative with other workers.
8. Respect the rights and property of others.
9. Keep your work area neat.
10. Remember that a friendly worker will always be more successful than an unpleasant worker!

(From: Glascoe, et.al., Life Centered Career Education: Activity Book Two, pp. 81)

KEEPING A JOB (Continued)

4. If the student is working and has problems, contact the school or adult agency teacher or counselor <u>immediately</u>.

5. Most programs have counselors and/or job coaches who can help the student if there are problems on the job.

6. When the student is working, he/she should strive to:

   * Be dependable,
   * Be loyal,
   * Be enthusiastic,
   * Be punctual,
   * Be neatly groomed,
   * Be willing to learn new things, and
   * Enjoy the work and the people at work.

HOW TO GET HELP IF THE STUDENT IS NOT ENGLISH SPEAKING

GETTING HELP FOR NON-ENGLISH SPEAKERS

1. Anyone who does not speak English has a right to have an interpreter at all IEP meetings at the school.

2. Most adult agencies also provide interpreter services.

3. Ask for the Spanish version of the telephone directory.

4. Ask for the Spanish version of the bus schedules.

5. Ask for the Spanish version of the Social Security application process.

6. Ask the teacher or counselor or anyone else at school for help if the student has a language barrier.

7. Ask the adult agency counselor for help if the student has a language barrier.

8. Ask for the Spanish version of this booklet.

POSTSCRIPT

Readers of this booklet are encouraged to obtain companions to this publication: (1) Transition From School to Work: A Guide to Community Resources which contains an extensive listing of community services, leisure and recreational programs, educational programs, and vocational programs in the San Diego area; and (2) the Spanish version of this booklet.

The authors hope that this booklet has helped students and their parents, especially those from different cultural groups, become more informed about adult programs and general adult living. The authors also hope that the specific steps included for completing many of the tasks necessary for living and working in the adult world have been helpful.

The program descriptions and tasks included are by no means all inclusive, but they can be viewed as a starting point for transition planning and adult living. Finally, the authors hope that this booklet has helped young people, their parents, and professionals know more about what to do, when to do it, how to do it, and from whom to seek assistance when planning for the transition from school to work and adulthood.

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